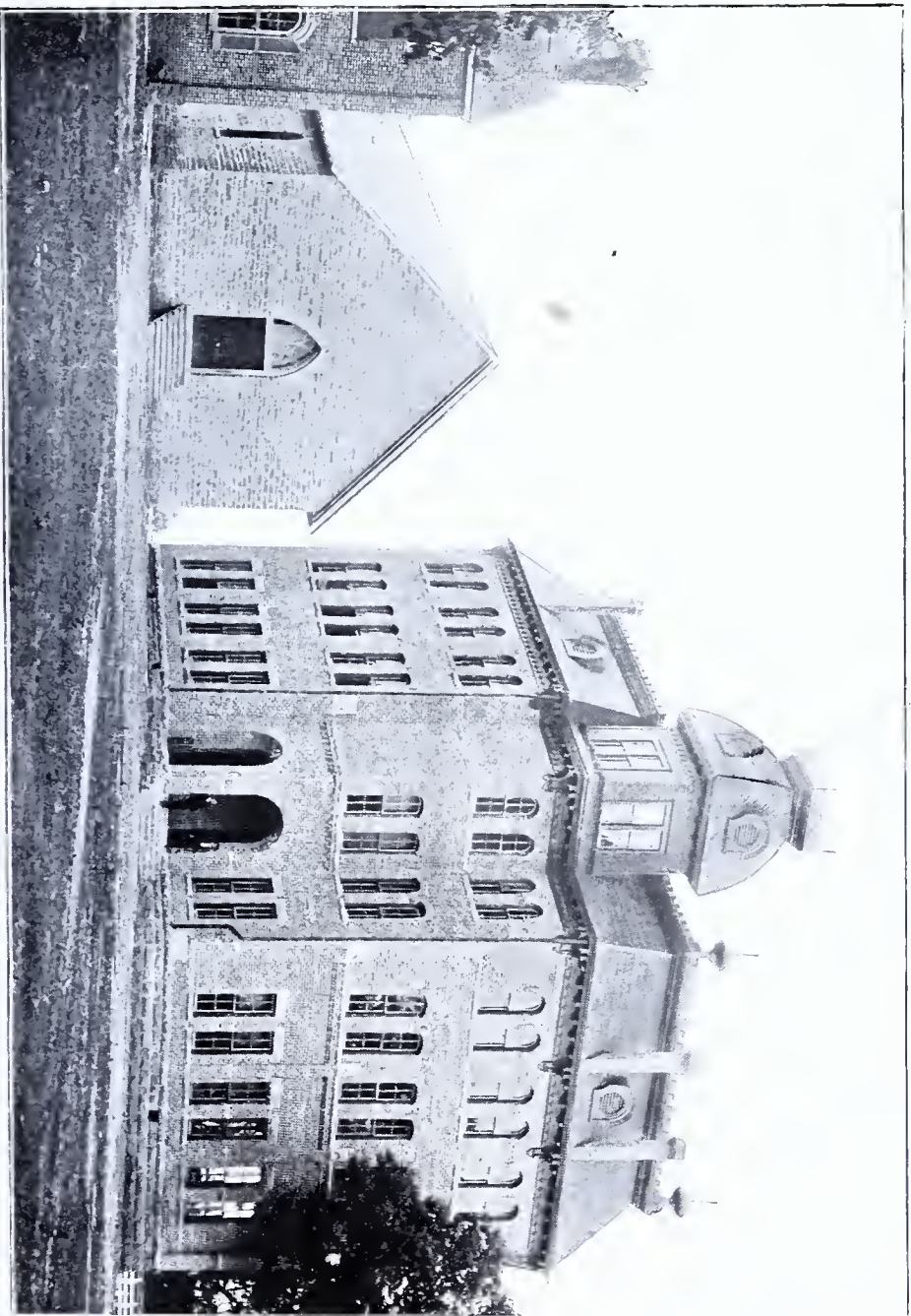


Arkansas

College.

1892-93.



ARKANSAS COLLEGE.



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CATALOGUE

AND

 ANNOUNCEMENTS 

-OF-

Arkansas College.

(UNDER THE CONTROL OF THE SYNOD OF ARKANSAS.)

Batesville, Arkansas.

1892-'93.

✦CHARTERED 1872.✦

COLLEGE CALENDAR FOR 1893-94.

The session will open on the second Wednesday in September, (**September 13th, 1893**) and close on the second Wednesday in June, 1894. No recitations will be conducted on Thanksgiving day, and a Christmas recess of one week will be given. The Literary Societies will give a joint celebration about the middle of the session, as well as a number of open sessions—concerning which announcements will be sent out from time to time. Intermediate Examinations will be held in January 1894, at the close of the 2nd quarter.

~~Do~~ If possible, students should, by all means, enter punctually at the opening of the session in September.

While students are received at any time during the session, yet disadvantages are often connected with late entrance which we do not attempt to conceal. Commercial schools advertise entrance "at any time" as altogether desirable, but literary institutions cannot, in justice to the student, do this. Classes are formed at the opening of the session in a number of branches, and the loss of a few weeks often interferes seriously with the subsequent progress of the student in such work. Hence we insist upon prompt attendance from the *opening day*, if it is possible.

BOARD OF TRUSTEES.

NAME.	TERM EXPIRES.	ADDRESS.
JUDGE J. W. BUTLER, <i>President</i> ,	Oct. 1, 1894, -	Batesville, Ark.
JAMES P. COFFIN, <i>Vice-President</i> ,	Oct. 1, 1893, -	Batesville, Ark.
JOHN F. ALLEN, M. D., <i>Treasurer</i> ,	Oct. 1, 1894, -	Batesville, Ark.
M. A. WYCOUGH, <i>Secretary</i> ,	Oct. 1, 1895, -	Batesville, Ark.
THEODORE MAXFIELD,	Oct. 1, 1895, -	Batesville, Ark.
J. B. CRANE, M. D.,	Oct. 1, 1893, -	Batesville, Ark.
REV. A. J. CHEATHAM,	Oct. 1, 1893, -	Hope, Ark.
REV. J. M. BROWN,	Oct. 1, 1895, -	Fordyce, Ark.
J. T. HANNAFORD,	Oct. 1, 1894, -	Morrilton, Ark.

EXECUTIVE COMMITTEE:

J. F. ALLEN, J. B. CRANE, THEO. MAXFIELD.

The Board of Trustees, as reorganized, now consists of six members representing the Presbytery of Arkansas, and one for each of the three remaining Presbyteries constituting the Synod of Arkansas, to-wit: Ouachita, Pine Bluff and Washbourne.

1892-93.

➤FACULTY.➤

EUGENE R. LONG, A. M. PH. D.,

Chairman of Faculty.

Professor of Ancient Languages and Political Science.

J. RAY MORTON, A. M.,

Professor of Modern Languages and Natural Science.

REV. T. J. HORNE, A. M.,

Professor of Biblical Literature, Moral Science and History.

JAMES H. TOWNSEND, A. B.,

Professor of Mathematics and Instructor in English Grammar.

REV. A. G. JONES, A. M.,

Professor of Hebrew.

MISS LIZZIE C. POINDEXTER, B. S.,

Teacher in Elementary English Branches.

Instruction in certain higher English branches not enumerated above has been divided between different members of the faculty during the session.

Matriculates of 1892-93.

NAME.	COUNTY.	
J. T. Abraham,	Clark.	Cora D. Goodwin, Independence.
Beulah Alexander, Independence.		Mabel Goodwin, Independence.
Norma Alexander, Independence.		Lulu Goodwin, Independence.
Walter Anderson, Independence.		John M. Graham, Cross.
James Arnett, Independence.		John H. Green, Independence.
Oliver Arnett, Independence.		Tom L. Greene, Independence.
Susie Arnett, Independence.		Nola Gregory, Independence.
Ward Arnett, Independence.		Emily Handford, Independence.
Ed. Bevens, Independence.		Louise Hannah, Independence.
Joe. Bevens. Independence.		Marvin Hicks, Pulaski.
Lucy Boggs, Benton.		Jeff Hicks, Pulaski.
Henry J. Bond, Indian Territory.		Elmer Hinkle, Independence.
Ida Britt, Jackson.		Bernard Hinkle, Independence.
Rob't G. Brown, Dallas.		Edith Hitchcock, Independence.
Max Brown, Dallas.		Stewart Horne, Independence.
Peebles Brundidge, Hempstead.		Joe. Horne, Independence.
Harry G. Bunn, Ouachita.		Cora Huddleston, Sharp.
Roy D. Campbell, Pulaski.		Fannie Hunt, Izard.
Cord Carter, Jackson.		Miller Joblin, Independence.
Elmo Chaney, Monroe.		Walter Joblin, Independence.
Dence Clayton, South Carolina.		Earl Joblin, Independence.
Lucy Clayton, South Carolina.		Mary Belle Johnston, Lonoke.
Annie Clayton, South Carolina.		Jeffie Johnston, Jackson.
Wats Clayton, South Carolina.		Alfred Jolly, Jefferson.
Janie Clayton, South Carolina.		Leland L. Kennedy, Independence.
Mrs. Emma Collins, Independence.		Joe. L. Kennedy, Independence.
T. D. Compton, Illinois.		Will B. Kennedy, Independence.
Lou Dawson, Independence.		Woodrow W. Kennedy, Ind'p.
J. A. Dodd, Independence.		Lou Lawrence, Independence.
Arnold Drummond, Pulaski.		John F. Lawson, Lawrence.
John J. Duffie, Dallas.		Annie Lockhart, Independence.
Lorenzo Dukes, Indian Territory.		Kirke Martin, Independence.
M. E. Erwin, Independence.		J. B. Mathis, Jackson.
G. B. Ewing, Clark.		Allen A. Maxfield, Independence.
Mattie Gardner, Jackson.		T. Sidney Maxfield, Independence.
Hiram Gleghorn, Hempstead.		Edith Maxfield, Independence.
Edgar Glenn, Independence.		Agnes Maxfield, Independence.
A. Syd. Gibson, Hempstead.		Katie Maxfield, Independence.
		Will Mayfield, Independence.

Will Morrow,	Prairie.	May Rutherford,	Independence.
John Morrow,	Prairie.	Amelia Rutherford,	Independence.
Robert Morrow,	Prairie.	Mamie Rutherford,	Independence.
Leland Morrow,	Prairie.	Delia Rutherford,	Independence.
Farrar L. McCain,	Pulaski.	Neill Rutherford,	Independence.
Cora McDowell,	Independence.	Geo. Rutherford,	Independence.
Sam McGill,	Clark.	Nina Rutherford,	Independence.
Leone McGuire,	Independence.	Will M. Scott,	Lonoke.
J. F. McKenzie,	Yell.	Sam Scott,	Lonoke.
Charles McRae,	Hempstead.	Ira Scott,	Lonoke.
Robert McRae,	Hempstead.	Jessie Shuh,	Independence.
Will McRea,	Union.	Carrie Shuh,	Independence.
Hugh Neill,	Independence.	Ella Stafford,	Prairie.
Clare Neill,	Independence.	Jean Stinson,	Independence.
J. S. Nisbet,	Clark.	Charlie Straughan,	Lawrence.
Mrs. J. M. Oliver,	Pennsylvania.	Belle Taylor,	Independence.
Mabel Padgett,	Independence.	French Thompson,	Pulaski.
Janie Peete,	Independence.	Stella Warner,	Independence.
Harry L. Ponder,	Lawrence.	Octave Williamson,	Lee.
George Ponder,	Lawrence.	Cecil Wilson,	Cross.
Ed. Ponder,	Lawrence.	W. I. Witt,	Randolph.
Stella Purcell,	Independence.	Simon Wood,	Indian Territory.
Florence Purcell,	Independence.	Ethel Woods,	Independence.
C. P. Radford,	Bradley.	Jessie Wycough,	Independence.
G. Z. Reynolds,	Hempstead.	Nona Yancey,	Independence.
Sam Roach,	Texas.	Dunnington Yancey,	Ind'p.
M. M. Rutherford,	Independence.		Total 131.
Sophia Rutherford,	Independence.		

ENROLLMENT IN DEPARTMENTS.

Higher English, (Rhetoric, Composition and Literature),	75.
Biblical History,	119
Higher Mathematics,	78.
Latin,	93.
Greek,	34.
French,	20.
Physiology,	25.
Astronomy,	32.
Political Economy,	28.
History,	53.
Moral Science,	25.
Ecclesiastical History,	22.
Elementary Branches,	31.

SENIOR CLASS 1892-93.

Edwin G. Bevens,	Batesville, Arkansas.
Lucy C. Boggs,	Bentonville, Arkansas.
Roy D. Campbell,	Little Rock, Arkansas.
A. Syd. Gibson,	Hope, Arkansas.
Cora D. Goodwin,	Batesville, Arkansas.
John H. Green,	Batesville, Arkansas.
Leland L. Kennedy,	Batesville, Arkansas.
Allen A. Maxfield,	Batesville, Arkansas.
Med. M. Rutherford,	Independence Co., Ark.
Stella Warner,	Batesville, Arkansas.

(10)

GRADUATES.

—1876.—

Susie Butler, (Mrs. W. B. Lawrence),	-	Batesville, Ark.
T. J. Horne, Minister,	- - -	" "
J. LeRoy D. Houston, Minister,	-	Springdale, "
Charles W. Maxfield, Merchant,	-	Batesville, "
Mary V. Maxfield, (Mrs. J. C. Fitzhugh),	-	" "
William K. Patterson, Minister,	-	Elizabethtown, Ky.
Cynthia J. Scherer, (Mrs. R. H. Brown),	-	Marion, Va.
William H. Wycough, Minister,	-	Dennis, Tex. (8)

—1878—

Kate Crane, (Mrs. A. J. Cheatham),	-	Hope, Ark.
Allen N. Johnson, Merchant,	- -	Little Rock, Ark.
Eugene R. Long, Teacher,	- -	Batesville, "
*Mary E. Street, (Mrs. O. P. Moore),	-	
Graham Street, Optician,	- -	Atlanta, Ga. (5)

—1880—

Jay L. Boggs, Merchant,	- -	Batesville, Ark.
Samuel B. Ervin, Minister,	- -	Hatton, Mo.
*John E. McMillan, Minister,	- -	(3)

—1881—

Alfred J. Cheatham, Minister,	- -	Hope, Ark.
Maud Dickson, (Mrs. F. E. Jeffery),	-	Jamestown, Ark.
Clay Sloan, Lawyer,	- -	Powhatan, Ark.
Craig C. Williams, Minister,	- -	Tyler, Texas. (4)

—1882—

Lucy L. Ervin,	(Mrs. T. A. Pettigrew,)		Charleston, Ark.
J. Frierson Lloyd,	Minister,	-	Tunica, Miss.
W. R. Miller,	Real Estate Agent,	-	Richmond, Va.
Harry U. Maxfield,	Real Estate,	-	Fresno, Cal.
Joseph M. Stayton,	Prosecuting Att'y.,	-	Newport, Ark.
John C. Williams,	Minister,	-	Hot Springs, Ark.

(6)

—1883—

William N. Jenkins,	Minister,	-	Yazoo City, Miss.
Irene J. Long,	(Mrs. A. G. Jones),	-	Batesville, Ark.
Minnie C. Street,	(Mrs. J. W. Evans),	-	Batesville, Ark.
Frank F. Sloan,	Planter,	-	Powhatan, Ark. (4)

—1884—

Jennie Baber,	(Mrs. F. F. Sloan),	-	Powhatan, Ark.
Charles H. Coffin,	Insurance,	-	Little Rock, Ark.
Effie Kennedy,	(Mrs. W. R. Miller),	-	Richmond, Va.
Min M. Carter,	Merchant,	-	Pocahontas, Ark.

(4)

—1885—

Maxwell Coffin,	Banker,	-	Little Rock, Ark.
Will A. Humphreys,	Merchant,	-	Hope, Ark.
Seddie Joblin,	-	-	Batesville, Ark.
John M. Shive,	Minister,	-	Greenville, Miss.
Ben. M. Shive,	Minister,	-	Lewisburg, Tenn.
Monnie Wycough,	(Mrs. C. W. Maxfield),	-	Batesville, Ark.

—1886—

William A. Durant,	Lawyer,	-	Durant, I. T.
S. Ross Kennedy,	Sup't Manganese Mines,	-	Cushman, Ark.
John M. Purcell,	Minister,	-	Austin, Tex.
Jerome P. Robertson,	Minister,	-	Belton, Tex.
Jennie E. Shive,	(Mrs. F. E. Cooper),	-	Van Buren, Ark.
Emma Stinson,	(Mrs. Clayton Byers),	-	Pueblo, Mexico. (6)

—1887—

Alice Amis,	-	-	Fordyce, Ark.
Henry L. Fitzhugh,	Lawyer,	-	Van Buren, Ark.
*Ross K. Long,	Teacher.	-	
L. Brooks Poindexter,	Lawyer,	-	Powhatan, Ark.
Lula B. Scott,	-	-	Arkadelphia, Ark.
Dolph Sloan,	Bank Cashier,	-	Walnut Ridge, Ark.
Walter Wells,	Druggist,	-	Powhatan, Ark. (7)

—1888—

William S. Baker,	Minister,	-	-	Dublin, Tex.
Lucy Bevens,	-	-	-	Greensboro, N. C.
Charles F. Bizzell,	Teacher,	-	-	Austin, Ark.
Charles P. Bridewell,	Minister,	-	-	Paris, Tex.
Arthur J. Crane,	Minister,	-	-	Milton, Tenn.
Robert L. Dale,	Minister,	-	-	Temple, Tex.
Arthur G. Jones,	Minister,	-	-	Batesville, Ark.
Sallie Lockhart,	-	-	-	" "
Annie Rutherford,	-	-	-	" " (9)

—1889—

W. Jasper Hearon,	Minister,	-	-	Alexander, Ark.
Lizzie C. Poindexter,	Teacher,	-	-	Batesville, Ark. (2)

—1890—

Evander D. Brown,	Theological Student,			Columbia, S. C.
J. Wesley Durant,	-	-	-	Durant Station, I. T.
Julia L. Shive,	Teacher,	-	-	Batesville, Ark.

—1891—

S. D. Campbell,	Teacher,	-	-	Barren Fork, Ark.
H. L. Clayton,	Teacher,	-	-	Central, S. C.
*J. L. Clayton.				
Mamie Crane,	-	-	-	Batesville, Ark.
Lilly F. Goodwin, (Mrs. J. L. Boggs)	-			" "
English Kennedy,	Salesman,	-	-	" "
John D. Kennedy,	Rail Road Agent,	-		Summerfield, I. T.
M. H. Long,	Salesman,	-	-	Cushman, Ark.
Grace E. Maxfield,	-	-	-	Batesville, Ark.
Joseph I. Norris,	Theological Student,	-		Columbia, S. C.
W. A. Ramsey,	Teacher,	-	-	Sulphur Rock, Ark.
J. H. Townsend,	Teacher,	-	-	Batesville, Ark. (12)

—1892—

Italine H. Chunn,	Teacher,	-	-	Cotton Plant, Ark.
George H. Lacy,	Theological Student,	-		Mt. Holly, Ark. (2)
Total number of graduates,				81

Senior applicants, - 10

* Deceased.

Location, History and Management of the College.

Arkansas College is located at Batesville, Ark., on the White River Branch of the St. Louis, Iron Mountain and Southern R. R., thirty miles from the main line, with which it is connected at Newport by two daily trains. Batesville is a thriving town of 2500 inhabitants and is justly noted for healthfulness and moral tone of its society. It is situated near the mountainous portion of North Arkansas, upon high hills overlooking White River, a stream that is truly regarded, both in respect to its water and scenery, as unsurpassed in the country. No licensed saloon has existed within the town for the past eleven years. The temptations here presented to the College matriculate to waste time and money, are as few as will be found in any town. There are Episcopal, Methodist, Baptist, Presbyterian and Cumberland Presbyterian churches, with good houses of worship, and with well organized and equipped Sunday Schools.

CONTROL.

From the time of its organization (1872) for a term of years, the Institution was under the control of the Presbytery of Arkansas. It was then transferred, by an amendment of the charter, to the control of the Synod of Arkansas (connected with the Presbyterian church in the United States.) In order to secure to the Synod a more perfect control, the Board of Trustees, June 30th, 1892, adopted an alteration in the charter which now provides "The Synod of Arkansas shall have the sole power to fill all vacancies occurring in said Board of Trustees by resignation, death, expiration of term of service or otherwise. And the Trustees shall appoint the President, Professors and Instructors in said Institution, but such appointments of the President, Professors and Instructors shall be made subject to the approval of the said Synod and with the right of removal on the part of the Synod." This was accepted as satisfactory by Synod, and the appointments made by the board, at their meeting June 1892 were ratified by Synod at their last fall meeting. But while denominational, to this extent as to control, it is in no sense sectarian in its management. Students are expected to attend whatever Church and Sabbath School may be selected by parents or guardians. Members of three different denominations compose its board of trustees, and members of other denominations have occupied positions in its faculty.

AIM.

The Institution aims to excel in substantial work rather than showy pretensions. It has established a good reputation for thoroughness, and in the maintenance of this, our watchwords shall be *solid, progressive and practical*.

Our graduate courses of study are arranged for those who wish a desirable Collegiate Curriculum, and not for specialists. A few additional branches of study have been recently incorporated in the curriculum, and it is our design to arrange additional flexibility in the degree courses, without lowering, however, the previous standard in any particular. As we recognize the insufficiency of merely intellectual and physical training—of a high order even—for the attainment of right living, true character-building is sought as the desired end.

AID TO NEEDY BUT WORTHY STUDENTS.

The College has but small endowment, in the ordinary sense of the term; but receives some aid by payments from individuals and Churches. It has come to pass that the richly endowed institutions have become, in many instances, the most expensive to the individual student. Their doors are practically closed, in many cases, to all save sons and daughters of the wealthy.

We place annually upon the gratuitous list, and make deductions from regular rates, to an amount which exceeds the payments referred to above. We do not ask something for nothing, but when we ask aid, it is that the larger number of boys and girls, destitute of means, may enjoy the advantages of training to fit them for usefulness in life. And it will be our endeavor in the future, as heretofore, to return a fair equivalent for every dollar of assistance given. It is not our design to encourage a blind spirit of dependence upon others in the securing of a literary education, but where it is needed, we desire to afford worthy students all possible assistance with respect to tuition, in liberal deductions, or deferred payments, or remission of entire amount when so agreed upon beforehand. No boy or girl has ever been turned away from the College, from inability to pay tuition fees, and, under its present management, no one of any promise will be denied entrance for such cause.

The Synod at a meeting in May 1892, appointed a "Board of Trustees for the Synod of Arkansas"—which board is charged with the duty of taking steps to secure an endowment for the Institution. This movement, it is hoped, will result in securing for it a more efficient financial support than it has hitherto enjoyed.

CLASSES.

Four classes are recognized in the collegiate course. These are designated *Sub-Junior*, *Junior*, *Intermediate* and *Senior*. The old plan of establishing a certain number of classes, and determining a student's classification altogether by his unfavorable advancement in one or two branches, has been modified slightly. The satisfactory completion of a prescribed course of study is required for a degree or certificate of proficiency. If this be completed by one in three years it will be accepted; if it requires ten years on the part of another, it will be exacted.

BUILDINGS.

A handsome three story brick building, with native stone trimmings, was erected during the fall of 1892. This now serves as the main college building, and is designated in the corner stone as the "Isaac J. Long memorial building," in honor of the one who founded the Institution, and presided over it for more than nineteen years. Spacious class rooms are provided on the lower floor, together with a commodious library room and a room for the curator of the buildings. On the second floor, (in addition to class rooms) are two large rooms, one of which is occupied by the Erosophic Society, and the other will be used as the museum, in connection with the chemical laboratory.

Alumni Hall (erected in 1888) is now used for chapel services and oratorical entertainments.

The original college building is occupied by the elementary English department, and the two oldest literary societies.

YOUNG LADY STUDENTS.

While no regularly established department of music and art has been (or will be) officially connected with the Institution, for the purpose of attracting female students, yet such are admitted to its privileges who desire to avail themselves of the opportunity of pursuing the literary curriculum. That co-education is the *natural* method of education, we think is evidenced by the fact that both sexes are usually born in the same family. When under proper restriction and control, it has usually been found to prove a mutual restraint and stimulus to recite in the same class and pursue substantially the same studies. Slight modification in the course of study is made for females, by allowing for some branches certain substitutions deemed of equivalent value, should they desire to avail themselves of such provision. About thirty per cent. of the graduates have been females—whose *average* class standing has not been inferior to that of the males.

STUDENTS UNDER HOME INFLUENCE

Students board in private families, where they are daily brought under home influence, instead of being gathered in refectories and dormitories. *All students will be expected to secure such boarding places as are approved by the College authorities.* Arrangements can be made for a number of mature young men who wish to reduce expenses to the lowest limit, to secure comfortable rooms and form a mess club.

GOVERNMENT.

In the government of the College all officious espionage is discarded since we believe that, where any latent mischief exists, such a system will invariably develop it, and where it does not exist, it will usually create it. The effort is made, as far as possible, to train students to govern themselves instead of always being governed by others. In the formation of this habit of self-control students are met with trust, and the appeal is always made, in behalf of good order, to the sense of propriety and honor in the students themselves. Those who cannot be thus influenced are not desired, and those who are wilfully vicious and disorderly will not be tolerated as members of the Institution, since we do not regard a College, in any sense, as an Asylum for Anarchists. Of this class, however, we have happily had scarcely a trace. The success with which these principles have been applied, in securing a high moral tone among the students, has been such as abundantly justifies their adoption. With but very few exceptions, the student body for years past has been a remarkably honorable one.

EXPENSES.

Board in good families, including fuel and lights, \$2.50 to \$3.00 per week. (For less expensive board see page 12.)

Tuition from \$25.00 to \$50.00 per session.

Incidental fee \$1.00 per quarter session.

Library and Reading Room fee \$1.00.

Washing, \$1.00 to \$1.25 per month.

Diploma fee, \$5.00.

Certificate of Proficiency, \$3.00.

Tuition is charged from the opening of the session to all students entering during the first month. No deduction except in case of illness of a month's duration.

No deduction for withdrawal during the last month of session.

To foster habits of extravagance on the part of students is *not* one of our aims, hence parents and guardians may feel assured that a large allowance of pocket money is not conducive to the development of a diligent student.

CHURCH AND SUNDAY SCHOOL ATTENDANCE.

Students are required to attend Church and Sabbath-school on the Sabbath. If members of any Church, they will, of course, be expected to attend the Sabbath-school and services of that Church, or if parents or guardians express any preference, they will be required to conform to that, but when no preference is expressed by parents or guardians, they are expected to attend the Presbyterian Sabbath-school, of which one of the professors is the Superintendent. Resident students are altogether under the oversight of parents in this matter.

PLAN OF INSTRUCTION, ETC.

The methods of instruction by lecture, blackboard exercises, and use of text books are combined. We shall strive to evoke a desire for study where this desire is *quite*, but *not altogether* dormant. To develop the capacity for study on the part of those who already have considerable taste therefor is, of course, one of our aims. It is impossible for a student to be taught *everything* that is desirable or useful. Such an attempt is not made, but rather to do well, guided by common sense, what we profess to do. Moral culture and a high standard of symmetrical character are aimed at, as well as mental discipline. Written examinations upon certain subjects are held during the session, in addition to the thorough daily drill in the classroom which continually calls for review of all the subjects taught.

TEXT BOOKS.

For some branches of study *any* good text book will answer. At any rate it is desirable that students should bring with them such text books as they may chance to have, since they will serve for reference. Our plan is to teach *subjects*, and not any one particular *text book* solely. In some branches a thorough understanding of the part of the subject covered by some comparatively small books is desired, rather than a superficial knowledge of material contained in larger text books.

REPORTS.

During the session four reports are sent out giving an approximate idea of the standing of students both as to scholarship and deportment. These will likewise contain an accurate record of the punctuality of the student in attendance upon chapel opening exercises, class room duties, and in the case of non-resident students, Sabbath services as well.

These reports should be examined carefully by parents or guardians, and made the basis for co-operation with the teacher.

PUBLIC SPEAKING.

In addition to the literary exercises of the societies, considerable attention will be devoted to declamation and public reading under the immediate supervision of members of the faculty. Frequent practice in this work will be required, and helpful criticism upon such efforts will be made in the presence of the entire student body. Besides a few open sessions and the commencement anniversary each year, the Philomathean and Erosophic societies give public oratorical entertainments about the middle of the session. The forensic exercises take place in Alumni Hall, a large stone building (90x35) which affords ample room.

LITERARY SOCIETIES.

There are three Literary Societies—the Philomathean and Erosophic, composed of young men, and L'Etoile, composed of young ladies. These occupy handsomely furnished halls, and all hold weekly meetings. In their proper sphere these societies are regarded as supplemental to the College course and are encouraged accordingly. The weekly practice afforded in one or the other of these in the preparation of the debates, orations, essays, readings and recitations, is well adapted to call for a practical application of much that is secured in the class-room. The members, in conducting the same, are likewise trained to self-possession, and acquire familiarity with parliamentary usage. The societies have libraries subject to the use of members of these organizations.

LECTURES.

During the current session a course of lectures, under the auspices of the Philomathean and Erosophic societies, has been successfully inaugurated, and will be maintained in the future. The following gentlemen have occupied the platform in this course, viz: Col. L. F. Copeland (2), Prof. A. H. Merrill, Dr. S. P. Leland, Rev. J. H. Boggess, and John Temple Graves.

READING ROOM.

An excellent Reading Room has been established, and provided with a good assortment of magazines and newspapers—both secular and religious. A thoughtful inquiry into current questions is thus encouraged, and an opportunity to see papers of various denominations is afforded to students desirous thereof. Certain timely articles in some of these periodicals are noted, and students of certain classes are required to carefully consult same in their preparation for class work.

THE LIBRARY.

The College library (in addition to the libraries of the literary societies) contains about 3000 volumes, among which are many choice

books. A very valuable addition (comprising more than 1000 volumes) was recently made in the donation of the library of the late Rev. Dr. Thomas R. Welch, an early friend of the Institution, who was President of its board of trustees until his death. In addition to the College libraries, the members of the literary societies have access to the libraries of Professors in preparation for their society exercises.

The library will be kept open every day, and students permitted to take out books under reasonable regulations.

Contributions of suitable books, magazines or reviews are solicited from our friends, and will be gratefully acknowledged.

CLASS ROOM REFERENCE LIBRARIES.

For immediate reference in the class room, (outside of library room,) there are various large dictionaries (unabridged, biographical and classical), encyclopedias (both general and political), bound volumes of current history journals for recent years, together with other books suitable for reference purposes in daily class room work. Of these frequent use is made, since in the various classes great stress is laid upon the necessity of training students to *investigate for themselves*, and the absurdity of passing over words and allusions without understanding their meaning is continually urged upon them, for the purpose of always leading them to the proper source of authority.

COLLEGE MAGAZINE.

A college magazine has been published for several years, under the editorial and business management of representatives of these three societies. It is commended to the students and ex-students especially, as worthy of their support and patronage. Patrons of the college will find it, at least, a good medium for securing college news. It contains an Alumni Department, which furnishes monthly items of news in regard to graduates of the college. This item alone should enlist for it the practical support of the Alumni.

SUNDAY AFTERNOON.

Quite a number of students avail themselves of opportunities for engaging in Sunday-school work in town, or in the vicinity, Sunday afternoon. During the past session three or four schools have been thus conducted, or assisted, by members of the Institution.

PHYSICAL CULTURE.

Ample opportunities are afforded for engaging in athletic sports, and *due* (not *undue*) encouragement is given to base ball, foot ball etc. Many objects of natural interest in this "hill country," such as remarkable caves, cliffs and springs near town, are frequently visited by students, who secure "views afoot."

PREPARATORY ENGLISH COURSE.

It will be our aim that all preparatory work shall be done in the most thorough manner, and students trained to such diligence and exactness in this as to favor their profitable advancement in the college course proper. If marked deficiencies are noted in a collegiate student's knowledge of elementary subjects, work in such departments will be required.

SPELLING.

This much neglected, but extremely useful branch, is a prominent feature along the entire course from the lowest grade to the Senior class inclusive. It can hardly be made prominent enough. Both written and oral spelling are required, though little attention is bestowed upon those words which are rarely used. At least one exercise per week in this, consisting of several hundred words, is required of the more advanced students, while daily practice is exacted of others.

READING.

In this, special attention will be paid to the securing of natural, distinct reading, as well as a clear comprehension of the matter read. In order to secure freshness, use is made of suitable periodicals, in addition to several series of readers.

WRITING.

The younger pupils have daily practice, though our experience, in common, doubtless, with that of all educators, leads us to the realization of the fact that unfortunately some of the oldest need the most practice—judging from their illegible penmanship. An effort will be made to correct this.

ARITHMETIC.

Both mental and written. The former—that branch which is unsurpassed for purposes of mental drill in the case of preparatory students—is strenuously insisted upon during the entire period devoted to the study of Arithmetic. In the latter, due prominence is given to the commercial applications which are of so much practical value, and throughout the study much attention is paid to examples not found in the text books used.

ENGLISH GRAMMAR.

In this subject a text book will serve as a basis only, being supplemented very much with oral instruction. Essays and letters will be required as affording practice in composition, and these will be criticised before the classes.

GEOGRAPHY AND UNITED STATES HISTORY.

The *essentials* of these two branches receive very careful and thorough attention, while many things found in nearly all text books upon these subjects, are deemed as belonging to the non-essentials and are treated accordingly. In no other common branches is such thoughtful discrimination more needed, for if all text book matter is treated as of equal importance, the result is, the student often fails to retain scarcely anything of value. In the advanced class special prominence is accorded mathematical and commercial Geography.

BUSINESS COURSE.

This will embrace, in addition to the subjects which are required in the public schools of Arkansas, English Composition, Civil Government, Biblical History, "One hundred lessons in business," and an elementary outline of commercial law. Knowing that many students will not have an opportunity to take a degree course, we have formulated the above English course as one within the reach of those who cannot take a classical or scientific curriculum. A certificate of proficiency, bearing the college seal, will be awarded to those who satisfactorily complete this course.

BACHELOR OF SCIENCE COURSE.

This includes one ancient language (either Latin or Greek,) one modern language (French or German, in addition to English course,) ancient and modern History, Physiology, Chemistry, Physics, Astronomy, Higher Arithmetic, Algebra, Geometry, Plane Trigonometry, Surveying, Moral Science, Biblical and Ecclesiastical History and Political Economy. Satisfactory completion of this course entitles to diploma, conferring the degree of Bachelor of Science. (B. S.)

BACHELOR OF ARTS COURSE

In addition to the Preparatory English course, the satisfactory completion of the following curriculum is required of those who receive the degree of A. B.—the highest conferred upon graduation.

LATIN.

Latin Grammar, Latin Reader, Nepos, Sallust, Cæsar, Cicero, Virgil. Horace, Ovid and Tacitus.

The order in which the various authors are studied is not an inflexible one, therefore the course is not outlined as such.

In teaching Latin we employ the analytic method chiefly, because we are convinced this more fully accomplishes the main ends of Latin study. If our principal aim was to teach students to write or speak

a dead language our methods might be modified, but this is not our chief purpose. Since the Latin language employs a syntax so thoroughly developed as not to be excelled by any in this respect, it furnishes an unsurpassed foundation upon which to base an accurate knowledge of scientific grammatical principles. Hence we insist, in the teaching of the ancient languages, that the student shall be thoroughly "grounded" in the etymology and syntax of the same, and not belong to that large class of those who have studied Latin and Greek in such a manner as to lead them to claim that they are able to *read*, but unable to give any grammatical constructions. The composition and derivation of words are carefully noted, and the points of analogy and contrast between the ancient languages and our own tongue are constantly traced—in this way their study is made subservient, all the time, to the more thorough understanding of English.

Text books—Chase and Stuart's series

GREEK.

Greek Grammar, Reader, Greek Testament (exegetical,) Xenophon's Anabasis, Plato's Apology and Crito, Sophocles' Oedipus Tyrannus Selections from Thucydides and Herodotus

Some of the preceding remarks concerning Latin apply to this subject also. We insist upon *quality* more than *quantity* in this department, though the course covers about four years ordinarily. Special stress is placed upon the inflections and syntax. Due attention is given to classical geography, antiquities and mythology. During the last two years of the course, essays on various topics connected with the matter read are required, and discussed in the class. During the session, about twenty-five recitations are devoted to the exegetical study of the Greek Testament by all who are sufficiently advanced to properly undertake it.

(Text books selected from Ginn & Co's. publications.)

HISTORY.

Both Ancient and Modern. In a subject covering so much ground as this, it is impossible in a college course to gain more than an outline, hence no attempt at a *minute* study of general history is made. The main events, however, are dwelt upon with careful discrimination in the attention bestowed upon different portions of the text book. A considerable portion of each session is devoted to the study of current history. Students while studying about the statecraft of ancient rulers, certainly need to inform themselves concerning the policies of living statesmen. While gaining some knowledge of ancient, medieval or comparatively modern history, we believe they should be "kept in touch" with the history of *today*, by gaining such acquaintance with it as to enable them to understand the editorial allusions of an ably

conducted newspaper, as well as the history of the American Revolution.

BIBLICAL HISTORY.

The English Bible forms a prominent department of instruction throughout the entire course. There are three classes in this department, in two of which tri-weekly recitations are held. This study is confined chiefly to the historical books of both Testaments and *the time is occupied, not in dealing with controverted points so far as differences exist between evangelical denominations, but largely in a careful study of the character of those persons whose lives afford such inspiration in true character-building.* We hold that no school is strictly entitled to be regarded as a Christian Institution where the Bible is not a regular text book (since it is the distinctively Christian book), and no education can be at all complete in a literary aspect alone, without a knowledge of the scriptures, leaving out of view their inspiration. This department has been a prominent feature of the Institution ever since its foundation. It was one of the first in the country to introduce, and still remains one of a small number which maintain for Biblical History a rank, in the curriculum, equal in importance to the majority of other branches of study, as evidenced by the time devoted to its consideration.

ECCLESIASTICAL HISTORY.

A brief course in this is required of all who receive degrees and is open to others. The text book used is a compend recently formulated by the founder of the Institution. So far as known, no other college in our land makes this important subject an indispensable part of the curriculum.

To quote from the one who formulated the above named manual—"It is practically regarded by most of colleges as a monopoly of theological students. But why should it be? The growing influence of Romanism in our country, in our day, demands that the educated youth of both sexes should know something of the tenets, influence and past history of that system. Besides, from a mere literary standpoint, why is it not as important to know something of such a man as Hildebrande, who wielded such an influence in shaping both church and state in his day, and for centuries afterwards, as to be made acquainted with Romulus and Remus being nourished by the she-wolf on the banks of the Tiber? The middle ages ought to suffice for the prevalence of the idea that such knowledge is alone to be confined to the official public teachers of the church, thus creating and fostering the idea of a controlling priestcraft, so let the light be disseminated through the ranks of intelligent people of all pursuits and occupations."

MATHEMATICS.

The subjects taught are Practical and Higher Arithmetic, Elementary and Higher Algebra, Plane and Solid Geometry, Plane and Spherical Trigonometry, Surveying, Analytical Geometry and Calculus.

Those who are deficient in their knowledge of Arithmetic will be required to supply that deficiency before they are permitted to enter upon the work of the more advanced classes. When a student is sufficiently prepared to begin the study of Algebra, he may expect with proper diligence, to complete the course in Mathematics required for the A. B., degree, in four years.

This course is arranged as follows:

First Year. (Five recitations a week.)

Algebra, through Equations of the Second Degree.

Arithmetic, Analysis of Arithmetical Problems.

Second Year. (Five recitations a week.)

Algebra, completed.

Plane Geometry

Third Year. (Three recitations a week.)

Plane Geometry reviewed, with exercises for original solution.

Solid Geometry, including a brief course in Conic Sections.

Elementary Plane Trigonometry.

Fourth Year. (Two or three recitations a week.)

Plane and Spherical Trigonometry.

Surveying.

Analytical Geometry.

Those desiring to pursue the subject further will study Differential and Integral Calculus.

Provision is made for substituting work in that branch for other attainments which are required.

Text Books—Wentworth's series principally.

NATURAL SCIENCE.

(Physiology, Chemistry, Physics, Physical Geography, Astronomy.) In the Physiology class use is made of charts and a manikin for the better presentation of the material afforded in the text book. In Physics and Chemistry, the apparatus for illustration is limited, yet additions are being made from time to time. The general principles of these sciences are continually kept prominent, and due stress is laid upon the mathematical applications of the former. In Astronomy special prominence is accorded the principal systems of celestial measurement, and a minute study of the earth as a planet is required. The class secures the benefit of open-air explanations and investigation with optical instruments, upon certain favorable nights.

Physical Geography is taken up at a more advanced stage in the course than it usually occupies.

Text books and reference books. Avery's series Remsen's Chemistry, Young's and Newcomb's Astronomy, Stead's Physiology, Maury's Physical Geography.

POLITICAL SCIENCE.

(Science of Government, Political Economy and History of American Politics.) In the former of these in addition to the general principles of Common and International law, a careful and minute study of the Constitution of the United States is required, as well as the investigation of the leading features of municipal and state government, since we regard a clear comprehension of these as essential to the proper discharge of the duties of citizenship. A comparison is instituted between the structure of our national government and that of Great Britain, Germany and other leading powers, by which comparative method are displayed the essential points of difference between the veto power lodged with our executive and that with other rulers, the distinction between ministerial government and congressional government, etc. In Political Economy, besides the consideration of the ordinary divisions of that subject, special attention is bestowed upon important social and economic questions of contemporaneous interest. In the discussion of the Tariff, Currency question, Labor question, problems of municipal government etc, frequent reference is made to current periodicals, such as "Century" and "Review of Reviews."

Text books and books of reference. Fisk's Civil Government, Young's Government class book, Johnston's History of American Politics, Wilson's The State, Steele's Economics. Walker's Political Economy, Ely's Taxation in American States and cities Bryce's American Commonwealth. Taylor's Origin and growth of the English Constitution. Lalor's Political Encyclopedia.

MENTAL AND MORAL PHILOSOPHY.

The following subjects are embraced in this department, viz: (1) Ethics, (2) Psychology, (3) Logic. These are taken at an advanced stage in the course. No effort is made to lead through all the "labyrinthian mazes" of the literature upon these subjects, but a good working outline is sought. Right thinking is striven for, with constant reference to common sense, and moral application to daily conduct is kept prominently in view. The text books will be very freely supplemented with oral instruction, and the effort will be made to make the course eminently practical. An outline history of philosophy will be studied.

Announcement of text books reserved.

ENGLISH.

This department has been materially strengthened recently, and increased efficiency in the course will be kept in view.

In the Sub-Junior class an opportunity is afforded for the review of English Grammar, and special attention is given to the ordinary principles involved in correspondence, etc. Practice in composition is required throughout the course, since in no other way is practical facility in the correct use of the language so thoroughly acquired. An average of two compositions a week is required in one class, and a weekly exercise in others. The methods in this work are varied.

Frequently the members of the class are permitted to choose a subject. At other times subjects are announced for them. A discussion of questions intimately related to student life is sometimes required, which calls forth profitable interchange of views. Reviews of books or articles designated in current publications, constitute a portion of the work assigned in the Senior year. The rhetorical structure of a few noted speeches is closely examined. During the past session, Blaine's eulogy on Garfield and John W. Daniel's eulogy on Lee were selected for this exercise. Essays written in the class room are sometimes required. In all written work, literary honesty is insisted upon as almost the cardinal virtue.

In the Intermediate and Senior classes, Rhetoric and an outline history of the English language and literature are minutely studied, in addition to the critical study of a few English and American masterpieces.

The comparative method of study is largely used along the entire course, for the more thorough elucidation of our own language. A minute study of Anglo-Saxon and old English is not required, since we are persuaded that in an ordinary collegiate curriculum but little accurate attainment is generally secured in these, and the disciplinary value of Latin and Greek we regard as superior to that obtained from the old inflectional English.

Courses of parallel reading will be provided, comprising a selection from the Standard English and American authors, and written examinations upon the matter assigned will be exacted. During the next session Shakespeare, Tennyson, Carlyle and Motley will form the group for special study with one class; Macaulay, Ruskin, Longfellow and G. W. Curtis that for another.

Text books used: Strang's Exercises in English, Welsh's Essentials of English, Hart's Composition and Rhetoric, Meiklejohn's English Language, Parts III and IV, School editions of various standard authors.

For reference: Hill's series, Supplee's Trench on Words, White's Words and their uses, Abbott's How to write clearly, Morris' Historical English Grammar, Welsh' Development of English Literature and Language, Marsh's Lectures on the English Language.

MODERN LANGUAGES.

(NOT REQUIRED FOR A. B.)

No pretensions are made to teach the pupil how to speak either French or German, but to read and write them with accuracy and comparative facility. For entrance into the Junior class, no previous knowledge of either language is necessary. In this class, the "Cumulative Method" is the one used in both French and German. This class will read such books as: "Le Petit Robinson," "Bouchee de Pain," "Sous la Neige," "La Mare au Diable," and "German Prose" (Boisen), "Undine," and some other easy French or German book that the teacher may deem suitable.

In the advanced class in French, the following will be used: Worman's French Grammar, "Le Roman D'un Jeune Homme Pauvre," "Le Verre D'Eau," Moliere; Worman's Complete German Grammar, "Wilhelm Tell," "Don Karlos."

HEBREW.

For the special advantage of theological students, an elective preparatory course of one year is offered in this language. The required text books are Harper's Elements, Harper's Method and Manual, Bible and Lexicon. This course may be taken as a substitute for part of the higher mathematical work, and has served as a valuable aid to those who have taken it and afterwards entered a theological Seminary.

GENERAL REMARKS.

Each student will be required to have at least three recitations daily, unless special arrangements to the contrary are made.

A schedule of recitations will be arranged and announced at the opening of the session, so that the ready classification of each student can be immediately secured.

No formal entrance examinations are required, though detailed investigation as to the previous course of study pursued is undertaken, and a student's classification is subject to change in the immediate future, if such is deemed desirable.

Students are not permitted to drop studies at their option, without the approval of the college authorities.

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